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ABSTRACT

This study examined the perceptions of 105 teachers regarding research-on-teaching findings as a resource for instructional improvement. The teachers filled out a 40-item, Likert-scale questionnaire about their perceptions. Teachers value research findings that focus on classroom instruction and think that the findings have practical classroom application. The teachers thought professional journals an excellent source of research information, but were not as pleased with the research dissemination done by or through principals, supervisors, faculty meetings, inservice meetings, and professional meetings. Generally speaking, grade-level assignment, degree earned, and number of years experience had little effect on the teachers' perceptions. The questionnaire with the frequency distribution of replies is reproduced in this report. (Authors/JD)

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TEACHER PERCEPTIONS OF DISSEMINATION OF RESEARCH ON TEACHING FINDINGS

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Abstract

This study examined the perceptions of 105 teachers regarding research-on-teaching findings as a resource for instructional improvement. The teachers filled out a 40-item, Likert-scale questionnaire about their perceptions. Teachers value research findings that focus on classroom instruction, found the authors, and teachers think that research findings have practical, classroom application. The questionnaire also asked the teachers how effective they thought each of the following delivery systems was at getting research findings to classroom teachers: principals, supervisors, inservice programs, teacher education programs, college and university professors, professional journals, and professional meetings. The teachers thought professional journals an excellent source of research information, but were not as pleased with the research dissemination done by principals, supervisors, faculty meetings, inservice meetings, and professional meetings. Generally speaking, grade-level assignment, degree earned, and number of years experience had little effect on the teachers' perceptions.

Acknowledgements

Research studies are often difficult and time-consuming tasks regardless of their scope, and we are grateful to everyone who assisted us in this project. Although we risk omitting someone, we would like to express our thanks particularly to Mrs. Nancy Keese who helped in the gathering and analysis of data and Mrs. Frances Haston who patiently typed the research document. Mrs. Lucinda Lea's help in the computer center was invaluable.

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TEACHER PERCEPTIONS OF DISSEMINATION OF RESEARCH ON TEACHING FINDINGS[1]

Robert E. Eaker and James O. Huffman[2]

Introduction

In recent years there has been an increased emphasis in research that focuses on classroom behaviors of teachers. The ultimate goal of such research findings should be the improvement of classroom instruction. To achieve this goal, research findings must be disseminated to teachers in such a way that teachers perceive them to be useful, practical, and significant. Teachers' perceptions of educational research and their views of various dissemination systems were surveyed in this study.

Statement of the Problem

The purpose of this study was to investigate the perceptions of teachers concerning educational research that focuses on classroom teaching and to analyze differences in perceptions among teachers of varying experience, educational attainment, and teaching level.

Specific teacher perceptions investigated in this study include the following:

1. The usefulness of the research on teaching as a means for improving instruction.
2. The degree of incorporation of research findings in the classrooms.

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[1]The work reported here was conducted and written about at Middle Tennessee State University in Murfreesboro, Tennessee.

[2]Robert Eaker and James Huffman are professors in the Department of Youth Education and School Personnel Services at Middle Tennessee State University in Murfreesboro, Tennessee.

3. The effectiveness of various delivery systems for getting research findings on teaching to classroom teachers. The following were asked about specifically:

   a. Principals
   b. Supervisors
   c. Inservice programs
   d. Undergraduate and graduate teacher education programs
   e. College and university professors
   f. Professional journals
   g. Professional meetings

Procedures and Data Sources

The population for this study consisted of a stratified sample of teachers from school systems in Middle Tennessee. The sample consisted of teachers with bachelor's and master's degrees, with varying years experience, and with teaching assignments at the primary, intermediate, and secondary levels.

In all, 105 teachers participated in the study. Of this group, 26.7% were primary-grade teachers, 30.5% were middle-grade teachers, and 27.6% taught in the secondary grades (15.2% listed "other" as the position they held).

In terms of degrees earned, 62.9% of the population held the bachelor's degree, 24.8% held the master's, and 12.3% listed "other" as the degree held.

The make-up of the population in terms of number of years experience in professional education was as follows: 35.2% with zero to three years of experience, 51.4% with four to 10 years, and 13.4% with 11 or more years.

Construction of the Questionnaire

We used a Likert-scale questionnaire designed to obtain ordinal data.

Statistical Analysis

A frequency distribution was determined on each questionnaire item by each group and by the total group. A Chi-square analysis was used to compute differences of responses between and among groups surveyed.

Basic Assumptions

We had two basic assumptions:

1. The researchers were capable of formulating statements that would solicit perceptions that teachers hold concerning research on teaching.
2. The extent to which the respondents tend to agree or disagree with these statements accurately reflect their perceptions.

Limitations of the Study

This study is geographically limited to the perceptions of teachers from the Middle Tennessee area. Further, this study was limited t solicitation of responses only on those items which made up the questionnaire.

Analysis of Data

The Usefulness of Research on Teaching as a Means for Improving Instruction

An analysis of the data indicates that 83% of the teachers surveyed believe research findings on teaching are a valuable way to help teachers improve teaching behavior.

Most teachers see practical application for their teaching in research findings. Seventy percent of the teachers surveyed disagreed with the statement that "Research findings on teaching have very little practical application for the classroom teacher."

However, teachers often find research results contradictory. Approximately 89% of those surveyed agreed with the statement, "Research findings on teaching are often contradictory;" 12% strongly agreed with the statement.[3]

Research Studies on Teaching as a Means for Improving Instruction

Do teachers think educational research should play an important role in improving classroom teaching? Overwhelmingly (97%), respondents indicated a belief that teachers want to improve their teaching skills and most (approximately 98%) agreed that teachers need to become more analytical about their own teaching behavior.

However, there was a mixed reaction from those surveyed as to whether there is agreement on what constitutes good teaching. When asked to agree or disagree with the statement, "There is little agreement as to what good teaching is," approximately 42% disagreed and approximately 58% agreed.

Respondents indicated a strong belief that there should be an increased emphasis in providing teachers with research findings that focus on teaching (approximately 93%).[4]

Incorporation of Research Findings in the Classroom

Approximately 83% indicated that research findings on teaching were helpful. Seventy-four percent agreed with the statement, "I make an effort to utilize research on teaching in my teaching," while 68% of those surveyed indicated disagreement with the statement, "Techniques for teaching based on research that I have used in my classroom

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[3]See questions, 7, 30, 31, Table 1.

[4]See questions 1, 2, 3, 38, 39, 40, Table 1.

have been of little value."[5]

Ways of Disseminating Research Findings to Teachers

How do teachers perceive the effectiveness of various ways of getting research findings on teaching to classroom teachers? Analysis of the data indicates that teachers think building principals are not effective at providing applicable research information. Approximately 68% of those surveyed disagreed with the statement, "Research findings on teaching reported by my principal have been very helpful in improving my teaching;" 17% strongly disagreed.

Respondents agreed (88%) with the statement, "Research findings on teaching are seldom discussed in faculty meetings where I teach;" 23% strongly agreed with this statement. However, there was a mixed reaction as to whether more time in faculty meetings should be devoted to the topic of research findings on teaching.[6]

Most teachers don't think supervisors are effective disseminators. Fifty-six percent of those surveyed agreed with the statement, "Research findings on teaching are given little importance by my supervisor," and 76% disagreed with the statement, "Results of research on teaching obtained from my supervisor have been very helpful in my teaching" (16.2% indicated strong disagreement). Approximately 81% of those surveyed indicated that supervisors should give more attention to research findings on teaching.[7]

The teachers surveyed did not perceive inservice programs to be an effective research dissemination method. Eighty-one percent of those

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[5]See questions 4, 5, 6, Table 1.

[6]See questions 23, 24, 25, Table 1.

[7]See questions 17, 18, 19, Table 1.

surveyed disagreed with the statement, "Research findings about teaching are an important part of my school district's inservice program," and 75% disagreed with the statement, "Information on research about teaching obtained in inservice programs has been very useful in my teaching." However, teachers do believe that research findings about teaching should be given emphasis in a school district's inservice program.[8]

Undergraduate programs in teacher education are not perceived of as helpful in dissemination of research findings to preservice teachers. Approximately 60% of the respondents disagreed with the statement, "The education undergraduate program of colleges and universities exposed me to research findings on teaching," and over 50% disagreed with the statement, "I have incorporated into my teaching research findings that I learned in my undergraduate education program." The perceptions of teachers, however, were positive towards graduate education programs. Approximately 72% agreed that the research findings they learned about in their graduate education program helped them improve their teaching (10% strongly agreed). Approximately 63% felt that graduate programs in education were the most appropriate place to learn about research on teaching.[9]

Teachers feel positive towards the effort professional journals make to disseminate research findings. Approximately 88% of the teachers surveyed felt that professional journals are an excellent information source. Approximately 71% of the respondents disagreed with the statement, "I have found very little practical application for research findings reported in professional journals." Approximately 77%

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[8]See questions 14, 15, 16, Table 1.

[9]See questions 11 12, 20, 21, Table 1.

believed professional journals should contain more reports of research findings on teaching.[10]

Varying Experience, Educational Attainment, and Teaching Level as Factors Influencing Teachers' Perceptions of Research on Teaching

Another purpose of this study was to investigate differences in perceptions among teachers of varying experience, educational attainment, and teaching level.

Are there significant differences between the way teachers who teach in elementary schools responded to the questionnaire and those teachers who teach in the middle or secondary grades? Analysis of the data indicates that teaching level does not generally affect perceptions about educational research. Only on six out of 40 questions were significant differences found.[11]

When analyzing responses of primary-grade teachers versus middle-grade teachers, a significant difference was calculated on one item. When asked to respond to the statement, "Research findings on teaching reported by my principal have been very helpful in improving teaching," more primary teachers agreed with the statement than did middle-grade teachers (38% vs. 13%, significant at the .03 level).[12]

Significant differences between primary and secondary teachers on two items also appeared on item 30, "Research findings on teaching have very little practical application for the classroom teacher." Secondary teachers disagreed more strongly with this statement than did primary teachers (83% vs. 54%, significant at the .03 level).[13]

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[10]See questions 8, 9, 10, Table 1.

[11]See Table 10.

[12]See question 24, Tables 2 and 3.

[13]See questions 24, 30, Tables 2 and 4.

In analyzing the data of middle-grade teachers versus secondary teachers, we found significant differences on three items. More secondary teachers agreed with the statement, "Supervisors should give more attention to research findings on teaching," than did middle-grade teachers (89% vs. 78%, significant at the .01 level).[14] On Item 26, teachers were asked to respond to the statement, "Little attention has been given to research findings on teaching in professional meetings that I have attended." There was a significant difference (at the .03 level) between the way middle-grade and secondary teachers responded; more secondary teachers agreed with the statement (93% vs. 81%).[15]

Also, differences between middle-school and secondary-school teachers were found in Item 37, "The suggestions of college and university faculty about improving teaching are often unrealistic." Sixty-three percent of the middle-school teachers agreed with the statement compared to 82% of the secondary teachers (significant at the .05 level).[16]

Do teachers who have received a master's degree view educational research differently than those who have not? Analysis of the data indicates little difference in the perceptions between the two groups.[17]

However, there was disagreement on Items 18 and 35. Item 18 stated, "Results of research on teaching obtained from my supervisor have been very helpful in my teaching." Eighty-seven percent of the teachers holding master's degrees disagreed with the statement, while 72%

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[14]See question 19, Tables 3 and 4.

[15]See question 26, Tables 3 and 4.

[16]See question 37, Tables 3 and 4.

[17]See Table 11.

of those who held bachelor's degrees disagreed (significant at the .01 level).[18]

When asked to respond to the statement, "Education faculty of colleges and universities are the most appropriate people to provide teachers with research findings on teaching" only 53% of those with bachelor's degrees agreed, while 84% of those with master's degrees agreed.[19]

In the analysis of teaching experience as a factor affecting teacher perceptions of educational research, significant differences occurred on only two items.[20]

On Item 5, "I make an effort to utilize research on teaching in my teaching," 70% of the teachers with four to 10 years experience agreed with the statement, and 93% of the teachers with 11 or more years experience agreed with it (significant at the .03 level).[21]

Also, a significant difference was found on Item 16, "Research findings about teaching should be given little emphasis in a school district's inservice program." Seventy percent of the respondents with three years or less experience disagreed with the statement, while 93% with 11 years or more experience disagreed (significant at the .04 level).[22]

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[18]See question 18, Tables 5 and 6.

[19]See question 35, Tables 5 and 6.

[20]See Table 12.

[21]See question 5, Tables 8 and 9.

[22]See question 16, Tables 7 and 9.

Conclusions

An analysis of the teachers' responses leads to the following conclusions:

1. Teachers do value research findings that focus on classroom teaching.

2. Teachers believe that research findings can lead to improved teaching.

3. Often, teachers view research findings as being contradictory.

4. Teachers do not perceive principals, faculty meetings, supervisors, inservice meetings, or professional meetings as currently providing them with research findings on teaching. They do believe more should be done in these areas in terms of providing teachers with the latest research findings.

5. Undergraduate teacher education programs do not do a very good job of providing preservice teachers with research findings on teaching. However, teachers have a more positive view of graduate programs and university professors in terms of dissemination.

6. Teachers get most of their research findings on teaching from professional journals but feel that more space in these journals should be devoted to dissemination of research findings.

7. Generally speaking, grade-level assignment, degree earned, and the number of years experience had little effect on the teachers' perceptions.

Table 1
Total Frequency: All Respondents

Question	Frequency Distribution				Mean
1. There is little agreement as to what "good teaching" is.	strongly disagree 1	disagree 2	agree 3	strongly agree 4	
	2.9%	39%	52.4%	5.7%	2.6
2. The teaching skills of teachers can be improved.	strongly disagree 1	disagree 2	agree 3	strongly agree 4	
	0	0	53.3%	46.7%	3.5
3. There should be an increased emphasis in providing teachers with research findings that focuses on teaching.	strongly disagree 1	disagree 2	agree 3	strongly agree 4	
	0	6.7%	76.2%	17.1%	3.1
4. Research findings on teaching are helpful in my teaching.	strongly disagree 1	disagree 2	agree 3	strongly agree 4	
	1%	15.2%	72.4%	10.5%	2.9
5. I make an effort to utilize research on teaching in my teaching.	strongly disagree 1	disagree 2	agree 3	strongly agree 4	
	1.9%	21%	65.7%	8.6%	2.8
6. Techniques for teaching based on research that I have used in my classroom have been of little value.	strongly disagree 1	disagree 2	agree 3	strongly agree 4	
	6.7%	61.9%	23.8%	2.9%	2.2
7. Research findings on teaching are a valuable way to help teachers improve their teaching behavior.	strongly disagree 1	disagree 2	agree 3	strongly agree 4	
	0	16.2%	71.4%	12.4%	3.0
8. Professional journals are an excellent source of information about research of teaching.	strongly disagree 1	disagree 2	agree 3	strongly agree 4	
	0	8.6%	74.3%	14.3%	3.1

Question	Frequency Distribution				Mean
9. I have found very little practical application for research findings reported in professional journals.	strongly disagree 1	disagree 2	agree 3	strongly agree 4	
	6.7%	64.8%	25.7%	1%	2.2
10. Professional journals should contain more reports of research findings on teaching.	strongly disagree 1	disagree 2	agree 3	strongly agree 4	
	0	20%	69.5%	8.6%	2.9
11. The education undergraduate program of colleges and universities exposed me to research findings on teaching.	strongly disagree 1	disagree 2	agree 3	strongly agree 4	
	9.5%	50.5%	36.2%	2.9%	2.3
12. I have incorporated into my teaching research findings that I learned about in my undergraduate education program.	strongly disagree 1	disagree 2	agree 3	strongly agree 4	
	4.8%	46.6%	41%	2.9%	2.4
13. Undergraduate programs in education should give greater emphasis to research findings on teaching.	strongly disagree 1	disagree 2	agree 3	strongly agree 4	
	1%	21%	63.8%	11.4%	2.9
14. Research findings about teaching are an important part of my school district's in-service program.	strongly disagree 1	disagree 2	agree 3	strongly agree 4	
	17.1%	64.8%	11.4%	1.9%	2.0
15. Information on research about teaching obtained in in-service programs has been very useful in my teaching.	strongly disagree 1	disagree 2	agree 3	strongly agree 4	
	16.2%	59%	19%	1%	2.05
16. Research findings about teaching should be given little emphasis in a school district's in-service program.	strongly disagree 1	disagree 2	agree 3	strongly agree 4	
	17.1%	64.8%	15.2%	1%	2.0
17. Research findings on teaching are given little importance by my supervisor.	strongly disagree 1	disagree 2	agree 3	strongly agree 4	
	4.8%	21.9%	51.4%	15.2%	2.8

Question	Frequency Distribution				Mean
18. Results of research on teaching obtained from my supervisor have been very helpful in my teaching.	strongly disagree 1	disagree 2	agree 3	strongly agree 4	
	16.2%	60%	18.1%	0	2.0
19. Supervisors should give more attention to research findings on teaching.	strongly disagree 1	disagree 2	agree 3	strongly agree 4	
	1%	14.3%	66.7%	14.3%	3.0
20. The graduate degree programs of colleges and universities place much emphasis on research findings about teaching.	strongly disagree 1	disagree 2	agree 3	strongly agree 4	
	1%	24.8%	59%	12.4%	2.9
21. Research findings learned in my graduate education program have helped me improve my teaching.	strongly disagree 1	disagree 2	agree 3	strongly agree 4	
	1%	22.9%	62.9%	9.5%	2.8
22. Graduate programs in education are the most appropriate place to learn about research on teaching.	strongly disagree 1	disagree 2	agree 3	strongly agree 4	
	2.9%	29.5%	54.3%	9.5%	2.7
23. Research findings on teaching are seldom discussed in faculty meetings where I teach.	strongly disagree 1	disagree 2	agree 3	strongly agree 4	
	1.9%	4.8%	65.7%	22.9%	3.1
24. Research findings on teaching reported by my principal have been very helpful in improving teaching.	strongly disagree 1	disagree 2	agree 3	strongly agree 4	
	17.1%	51.4%	22.9%	1.0%	2.1
25. Principals should devote more time in faculty meetings to research findings in teaching.	strongly disagree 1	disagree 2	agree 3	strongly agree 4	
	2.9%	40%	50.5%	4.8%	2.6
26. Little attention has been given to research findings on teaching in professional meetings that I have attended.	strongly disagree 1	disagree 2	agree 3	strongly agree 4	
	1%	10.5%	77.1%	8.6%	3.0

Question	Frequency Distribution				Mean
27. Research in teaching reported at professional educational meetings is seldom useful to the classroom teacher.	strongly disagree 1	disagree 2	agree 3	strongly agree 4	
	4.8%	50.5%	37.1%	3.8%	2.4
28. Professional educational meetings should place increased emphasis on reporting research findings in teaching.	strongly disagree 1	disagree 2	agree 3	strongly agree 4	
	1.9%	18.1%	68.6%	8.6%	2.9
29. Articles that report research on teaching are difficult to understand.	strongly disagree 1	disagree 2	agree 3	strongly agree 4	
	2.9%	28.6%	55.2%	10.5%	2.8
30. Research findings on teaching have very little practical application for the classroom teacher.	strongly disagree 1	disagree 2	agree 3	strongly agree 4	
	5.7%	64.8%	23.8%	1.9%	2.2
31. Research findings on teaching are often contradictory.	strongly disagree 1	disagree 2	agree 3	strongly agree 4	
	1%	6.7%	77.1%	12.4%	3.0
32. Articles reporting research findings on teaching should be in summary form.	strongly disagree 1	disagree 2	agree 3	strongly agree 4	
	1.9%	16.2%	70.5%	7.6%	2.9
33. Ideas for applying research findings should be included in reporting research findings.	strongly disagree 1	disagree 2	agree 3	strongly agree 4	
	0	1%	70.5%	26.7%	3.3
34. Teachers are more likely to incorporate new ideas into their teaching if they hear them from other teachers.	strongly disagree 1	disagree 2	agree 3	strongly agree 4	
	1%	7.6%	67.6%	21%	3.1

Question	Frequency Distribution				Mean
35. Education faculty of colleges and universities are the most appropriate people to provide teachers with research findings on teaching.	strongly disagree	disagree	agree	strongly agree	
	1	2	3	4	
	3.8%	32.4%	56.2%	4.8%	2.6
36. College and university faculty members do understand what it is like to be a K-12 classroom teacher.	strongly disagree	disagree	agree	strongly agree	
	1	2	3	4	
	19%	55.2%	21%	1%	2.0
37. The suggestions of college and university faculty about improving teaching are often unrealistic.	strongly disagree	disagree	agree	strongly agree	
	1	2	3	4	
	1.9%	23.8%	60%	11.4%	2.8
38. Teachers need to become more analytical about their own behavior.	strongly disagree	disagree	agree	strongly agree	
	1	2	3	4	
	0	1%	73.3%	23.8%	3.2
39. The teaching skills of teachers are seldom significantly changed by providing teachers information.	strongly disagree	disagree	agree	strongly agree	
	1	2	3	4	
	4.8%	40%	45.7%	3.8%	2.5
40. Teachers want to improve their teaching skills.	strongly disagree	disagree	agree	strongly agree	
	1	2	3	4	
	0	1.9%	55.2%	41.9%	3.4

Table 2
Primary Teachers

Question	Frequency Distribution				Mean
1. There is little agreement as to what "good teaching" is.	strongly disagree 1	disagree 2	agree 3	strongly agree 4	
	0	42.9%	53.6%	3.6%	2.6
2. The teaching skills of teachers can be improved.	strongly disagree 1	disagree 2	agree 3	strongly agree 4	
	0	0	50%	50%	3.5
3. There should be an increased emphasis in providing teachers with research findings that focuses on teaching.	strongly disagree 1	disagree 2	agree 3	strongly agree 4	
	0	7.1%	85.7%	7.1%	3
4. Research findings on teaching are helpful in my teaching.	strongly disagree 1	disagree 2	agree 3	strongly agree 4	
	0	17.9%	78.6%	3.6%	2.9
5. I make an effort to utilize research on teaching in my teaching.	strongly disagree 1	disagree 2	agree 3	strongly agree 4	
	0	21.4%	75%	3.6%	2.8
6. Techniques for teaching based on research that I have used in my classroom have been of little value.	strongly disagree 1	disagree 2	agree 3	strongly agree 4	
	3.6%	57.1%	35.7%	0	2.3
7. Research findings on teaching are a valuable way to help teachers improve their teaching behavior.	strongly disagree 1	disagree 2	agree 3	strongly agree 4	
	0	17.9%	71.4%	10.7%	2.9
8. Professional journals are an excellent source of information about research of teaching.	strongly disagree 1	disagree 2	agree 3	strongly agree 4	
	0	3.6%	85.7%	7.1%	3.0

Question	Frequency Distribution				Mean
9. I have found very little practical application for research findings reported in professional journals.	strongly disagree 1	disagree 2	agree 3	strongly agree 4	
	3.6%	71.4%	21.4%	0	2.2
10. Professional journals should contain more reports of research findings on teaching.	strongly disagree 1	disagree 2	agree 3	strongly agree 4	
	0	17.9%	75%	3.6%	2.9
11. The education undergraduate program of colleges and universities exposed me to research findings on teaching.	strongly disagree 1	disagree 2	agree 3	strongly agree 4	
	10.7%	53.6%	35.7%	0	2.2
12. I have incorporated into my teaching research findings that I learned about in my undergraduate education program.	strongly disagree 1	disagree 2	agree 3	strongly agree 4	
	3.6%	57.1%	35.7%	3.6%	2.4
13. Undergraduate programs in education should give greater emphasis to research findings on teaching.	strongly disagree 1	disagree 2	agree 3	strongly agree 4	
	0	25%	64.3%	7.1%	2.8
14. Research findings about teaching are an important part of my school district's in-service program.	strongly disagree 1	disagree 2	agree 3	strongly agree 4	
	7.1%	82.1%	7.1%	3.6%	2.1
15. Information on research about teaching obtained in in-service programs has been very useful in my teaching.	strongly disagree 1	disagree 2	agree 3	strongly agree 4	
	10.7%	67.9%	14.3%	3.6%	2.1
16. Research findings about teaching should be given little emphasis in a school district's in-service program.	strongly disagree 1	disagree 2	agree 3	strongly agree 4	
	7.1%	75%	14.3%	3.6%	2.1
17. Research findings on teaching are given little importance by my supervisor.	strongly disagree 1	disagree 2	agree 3	strongly agree 4	
	3.6%	17.9%	71.4%	3.6%	2.8

Question	Frequency Distribution				Mean
18. Results of research on teaching obtained from my supervisor have been very helpful in my teaching.	strongly disagree 1	disagree 2	agree 3	strongly agree 4	
	7.1%	75%	14.3%	0	2.1
19. Supervisors should give more attention to research findings on teaching.	strongly disagree 1	disagree 2	agree 3	strongly agree 4	
	0	21.4%	71.4%	7.1%	2.9
20. The graduate degree programs of colleges and universities place much emphasis on research findings about teaching.	strongly disagree 1	disagree 2	agree 3	strongly agree 4	
	0	21.4%	64.3%	14.3%	2.9
21. Research findings learned in my graduate education program have helped me improve my teaching.	strongly disagree 1	disagree 2	agree 3	strongly agree 4	
	0	25%	71.4%	3.6%	2.8
22. Graduate programs in education are the most appropriate place to learn about research on teaching.	strongly disagree 1	disagree 2	agree 3	strongly agree 4	
	7.1%	21.4%	60.7%	7.1%	2.7
23. Research findings on teaching are seldom discussed in faculty meetings where I teach.	strongly disagree 1	disagree 2	agree 3	strongly agree 4	
	7.1%	3.6%	78.6%	10.7%	2.9
24. Research findings on teaching reported by my principal have been very helpful in improving teaching.	strongly disagree 1	disagree 2	agree 3	strongly agree 4	
	3.6%	53.6%	35.7%	0	2.3
25. Principals should devote more time in faculty meetings to research findings in teaching.	strongly disagree 1	disagree 2	agree 3	strongly agree 4	
	7.1%	39.3%	53.6%	0	2.5
26. Little attention has been given to research findings on teaching in professional meetings that I have attended.	strongly disagree 1	disagree 2	agree 3	strongly agree 4	
	0	7.1%	89.3%	3.6%	3.0

Question	Frequency Distribution				Mean
27. Research in teaching reported at professional educational meetings is seldom useful to the classroom teacher.	strongly disagree	disagree	agree	strongly agree	
	1	2	3	4	
	0	60.7%	35.7%	0	2.4
28. Professional educational meetings should place increased emphasis on reporting research findings in teaching.	strongly disagree	disagree	agree	strongly agree	
	1	2	3	4	
	3.6%	21.4%	64.3%	7.1%	2.8
29. Articles that report research on teaching are difficult to understand.	strongly disagree	disagree	agree	strongly agree	
	1	2	3	4	
	3.6%	21.4%	60.7%	10.7%	2.8
30. Research findings on teaching have very little practical application for the classroom teacher.	strongly disagree	disagree	agree	strongly agree	
	1	2	3	4	
	0	53.6%	39.3%	3.6%	2.5
31. Research findings on teaching are often contradictory.	strongly disagree	disagree	agree	strongly agree	
	1	2	3	4	
	0	7.1%	82.1%	7.1%	3.0
32. Articles reporting research findings on teaching should be in summary form.	strongly disagree	disagree	agree	strongly agree	
	1	2	3	4	
	0	21.4%	67.9%	10.7%	2.9
33. Ideas for applying research findings should be included in reporting research findings.	strongly disagree	disagree	agree	strongly agree	
	1	2	3	4	
	0	0	82.1%	17.9%	3.2
34. Teachers are more likely to incorporate new ideas into their teaching if they hear them from other teachers.	strongly disagree	disagree	agree	strongly agree	
	1	2	3	4	
	0	3.6%	67.9%	25%	3.2

Question	Frequency Distribution				Mean
35. Education faculty of colleges and universities are the most appropriate people to provide teachers with research findings on teaching.	strongly disagree	disagree	agree	strongly agree	
	1	2	3	4	
	3.6%	46.4%	39.3%	7.1%	2.5
36. College and university faculty members do understand what it is like to be a K-12 classroom teacher.	strongly disagree	disagree	agree	strongly agree	
	1	2	3	4	
	28.6%	39.3%	28.6%	0	2.0
37. The suggestions of college and university faculty about improving teaching are often unrealistic.	strongly disagree	disagree	agree	strongly agree	
	1	2	3	4	
	3.6%	14.3%	57.1%	21.4%	3.0
38. Teachers need to become more analytical about their own behavior.	strongly disagree	disagree	agree	strongly agree	
	1	2	3	4	
	0	3.6%	75%	21.4%	3.2
39. The teaching skills of teachers are seldom significantly changed by providing teachers information.	strongly disagree	disagree	agree	strongly agree	
	1	2	3	4	
	7.1%	42.9%	46.4%	0	2.4
40. Teachers want to improve their teaching skills.	strongly disagree	disagree	agree	strongly agree	
	1	2	3	4	
	0	0	42.9%	57.1%	3.6

Table 3
Middle-Grade Teachers

Question	Frequency Distribution				Mean
1. There is little agreement as to what "good teaching" is.	strongly disagree	disagree	agree	strongly agree	
	1	2	3	4	
	3.1%	28.1%	59.4%	9.4%	2.7
2. The teaching skills of teachers can be improved.	strongly disagree	disagree	agree	strongly agree	
	1	2	3	4	
	0	0	50%	50%	3.5
3. There should be an increased emphasis in providing teachers with research findings that focuses on teaching.	strongly disagree	disagree	agree	strongly agree	
	1	2	3	4	
	0	6.3%	71.9%	21.9%	3.2
4. Research findings on teaching are helpful in my teaching.	strongly disagree	disagree	agree	strongly agree	
	1	2	3	4	
	0	18.8%	68.8%	12.5%	2.9
5. I make an effort to utilize research on teaching in my teaching.	strongly disagree	disagree	agree	strongly agree	
	1	2	3	4	
	3.1%	34.4%	53.1%	9.4%	2.7
6. Techniques for teaching based on research that I have used in my classroom have been of little value.	strongly disagree	disagree	agree	strongly agree	
	1	2	3	4	
	12.5%	59.4%	25%	3.1%	2.2
7. Research findings on teaching are a valuable way to help teachers improve their teaching behavior.	strongly disagree	disagree	agree	strongly agree	
	1	2	3	4	
	0	12.5%	71.9%	15.6%	3.0
8. Professional journals are an excellent source of information about research of teaching.	strongly disagree	disagree	agree	strongly agree	
	1	2	3	4	
	0	12.5%	68.8%	15.6%	3.0

Question	Frequency Distribution				Mean
9. I have found very little practical application for research findings reported in professional journals.	strongly disagree 1	disagree 2	agree 3	strongly agree 4	
	12.5%	59.4%	28.1%	0	2.2
10. Professional journals should contain more reports of research findings on teaching.	strongly disagree 1	disagree 2	agree 3	strongly agree 4	
	0	21.9%	62.5%	15.6%	2.9
11. The education undergraduate program of colleges and universities exposed me to research findings on teaching.	strongly disagree 1	disagree 2	agree 3	strongly agree 4	
	9.4%	46.9%	43.8%	0	2.3
12. I have incorporated into my teaching research findings that I learned about in my undergraduate education program.	strongly disagree 1	disagree 2	agree 3	strongly agree 4	
	9.4%	46.9%	43.8%	0	2.3
13. Undergraduate programs in education should give greater emphasis to research findings on teaching.	strongly disagree 1	disagree 2	agree 3	strongly agree 4	
	3.1%	28.1%	53.1%	15.6%	2.8
14. Research findings about teaching are an important part of my school district's in-service program.	strongly disagree 1	disagree 2	agree 3	strongly agree 4	
	15.6%	62.5%	18.8%	3.1%	2.1
15. Information on research about teaching obtained in in-service programs has been very useful in my teaching.	strongly disagree 1	disagree 2	agree 3	strongly agree 4	
	12.5%	62.5%	25%	0	2.1
16. Research findings about teaching should be given little emphasis in a school district's in-service program.	strongly disagree 1	disagree 2	agree 3	strongly agree 4	
	21.9%	53.1%	25%	0	2.0
17. Research findings on teaching are given little importance by my supervisor.	strongly disagree 1	disagree 2	agree 3	strongly agree 4	
	6.3%	21.9%	46.9%	18.8%	2.8

Question	Frequency Distribution				Mean
18. Results of research on teaching obtained from my supervisor have been very helpful in my teaching.	strongly disagree 1	disagree 2	agree 3	strongly agree 4	
	15.6%	62.5%	18.8%	0	2.0
19. Supervisors should give more attention to research findings on teaching.	strongly disagree 1	disagree 2	agree 3	strongly agree 4	
	0	21.9%	50%	28.1%	3.1
20. The graduate degree programs of colleges and universities place much emphasis on research findings about teaching.	strongly disagree 1	disagree 2	agree 3	strongly agree 4	
	3.1%	21.9%	56.3%	15.6%	2.9
21. Research findings learned in my graduate education program have helped me improve my teaching.	strongly disagree 1	disagree 2	agree 3	strongly agree 4	
	3.1%	21.9%	59.4%	12.5%	2.8
22. Graduate programs in education are the most appropriate place to learn about research on teaching.	strongly disagree 1	disagree 2	agree 3	strongly agree 4	
	3.1%	34.4%	50%	9.4%	2.7
23. Research findings on teaching are seldom discussed in faculty meetings where I teach.	strongly disagree 1	disagree 2	agree 3	strongly agree 4	
	0	3.1%	65.6%	31.3%	3.3
24. Research findings on teaching reported by my principal have been very helpful in improving teaching.	strongly disagree 1	disagree 2	agree 3	strongly agree 4	
	21.9%	59.4%	12.5%	0	1.9
25. Principals should devote more time in faculty meetings to research findings in teaching.	strongly disagree 1	disagree 2	agree 3	strongly agree 4	
	0	46.9%	43.8%	9.4%	2.6
26. Little attention has been given to research findings on teaching in professional meetings that I have attended.	strongly disagree 1	disagree 2	agree 3	strongly agree 4	
	3.1%	15.6%	62.5%	18.8%	3.0

Question	Frequency Distribution				Mean
27. Research in teaching reported at professional educational meetings is seldom useful to the classroom teacher.	strongly disagree 1	disagree 2	agree 3	strongly agree 4	
	9.4%	46.9%	37.5%	6.3%	2.4
28. Professional educational meetings should place increased emphasis on reporting research findings in teaching.	strongly disagree 1	disagree 2	agree 3	strongly agree 4	
	3.1%	28.1%	56.3%	12.5%	2.8
29. Articles that report research on teaching are difficult to understand.	strongly disagree 1	disagree 2	agree 3	strongly agree 4	
	6.3%	34.4%	46.9%	12.5%	2.7
30. Research findings on teaching have very little practical application for the classroom teacher.	strongly disagree 1	disagree 2	agree 3	strongly agree 4	
	12.5%	65.6%	21.9%	0	2.1
31. Research findings on teaching are often contradictory.	strongly disagree 1	disagree 2	agree 3	strongly agree 4	
	3.1%	6.3%	75%	15.6%	3.0
32. Articles reporting research findings on teaching should be in summary form.	strongly disagree 1	disagree 2	agree 3	strongly agree 4	
	6.3%	12.5%	68.8%	6.3%	2.8
33. Ideas for applying research findings should be included in reporting research findings.	strongly disagree 1	disagree 2	agree 3	strongly agree 4	
	0	3.1%	62.5%	34.4%	3.3
34. Teachers are more likely to incorporate new ideas into their teaching if they hear them from other teachers.	strongly disagree 1	disagree 2	agree 3	strongly agree 4	
	3.1%	9.4%	68.8%	18.8%	3.0

Question	Frequency Distribution				Mean
35. Education faculty of colleges and universities are the most appropriate people to provide teachers with research findings on teaching.	strongly disagree 1	disagree 2	agree 3	strongly agree 4	
	6.3%	25%	59.4%	9.4%	2.7
36. College and university faculty members do understand what it is like to be a K-12 classroom teacher.	strongly disagree 1	disagree 2	agree 3	strongly agree 4	
	21.9%	59.4%	18.8%	0	2.0
37. The suggestions of college and university faculty about improving teaching are often unrealistic.	strongly disagree 1	disagree 2	agree 3	strongly agree 4	
	0	37.5%	50%	12.5%	2.7
38. Teachers need to become more analytical about their own behavior.	strongly disagree 1	disagree 2	agree 3	strongly agree 4	
	0	0	68.8%	31.3%	3.3
39. The teaching skills of teachers are seldom significantly changed by providing teachers information.	strongly disagree 1	disagree 2	agree 3	strongly agree 4	
	6.3%	46.9%	37.5%	6.3%	2.5
40. Teachers want to improve their teaching skills.	strongly disagree 1	disagree 2	agree 3	strongly agree 4	
	0	3.1%	53.1%	43.8%	3.4

Table 4
Secondary Teachers

Question	Frequency Distribution				Mean
1. There is little agreement as to what "good teaching" is.	strongly disagree	disagree	agree	strongly agree	
	1	2	3	4	
	3.4%	44.8%	48.3%	3.4%	2.5
2. The teaching skills of teachers can be improved.	strongly disagree	disagree	agree	strongly agree	
	1	2	3	4	
	0	0	62.1%	37.9%	3.4
3. There should be an increased emphasis in providing teachers with research findings that focuses on teaching.	strongly disagree	disagree	agree	strongly agree	
	1	2	3	4	
	0	6.9%	75.9%	17.2%	3.1
4. Research findings on teaching are helpful in my teaching.	strongly disagree	disagree	agree	strongly agree	
	1	2	3	4	
	3.4%	17.2%	72.4%	6.9%	2.8
5. I make an effort to utilize research on teaching in my teaching.	strongly disagree	disagree	agree	strongly agree	
	1	2	3	4	
	3.4%	17.2%	72.4%	6.9%	2.8
6. Techniques for teaching based on research that I have used in my classroom have been of little value.	strongly disagree	disagree	agree	strongly agree	
	1	2	3	4	
	3.4%	75.9%	20.7%	0	2.2
7. Research findings on teaching are a valuable way to help teachers improve their teaching behavior.	strongly disagree	disagree	agree	strongly agree	
	1	2	3	4	
	0	20.7%	72.4%	6.9%	2.9
8. Professional journals are an excellent source of information about research of teaching.	strongly disagree	disagree	agree	strongly agree	
	1	2	3	4	
	0	10.3%	79.3%	10.3%	3.0

Question	Frequency Distribution				Mean
9. I have found very little practical application for research findings reported in professional journals.	strongly disagree	disagree	agree	strongly agree	
	1	2	3	4	
	3.4%	65.5%	31%	0	2.3
10. Professional journals should contain more reports of research findings on teaching.	strongly disagree	disagree	agree	strongly agree	
	1	2	3	4	
	0	24.1%	75.9%	0	2.8
11. The education undergraduate program of colleges and universities exposed me to research findings on teaching.	strongly disagree	disagree	agree	strongly agree	
	1	2	3	4	
	6.9%	65.5%	27.6%	0	2.2
12. I have incorporated into my teaching research findings that I learned about in my undergraduate education program.	strongly disagree	disagree	agree	strongly agree	
	1	2	3	4	
	3.4%	55.2%	41.4%	0	2.4
13. Undergraduate programs in education should give greater emphasis to research findings on teaching.	strongly disagree	disagree	agree	strongly agree	
	1	2	3	4	
	0	13.8%	79.3%	3.4%	2.9
14. Research findings about teaching are an important part of my school district's in-service program.	strongly disagree	disagree	agree	strongly agree	
	1	2	3	4	
	24.1%	69%	3.4%	0	1.8
15. Information on research about teaching obtained in in-service programs has been very useful in my teaching.	strongly disagree	disagree	agree	strongly agree	
	1	2	3	4	
	24.1%	62.1%	13.8%	0	1.9
16. Research findings about teaching should be given little emphasis in a school district's in-service program.	strongly disagree	disagree	agree	strongly agree	
	1	2	3	4	
	10.3%	79.3%	10.3%	0	2.0
17. Research findings on teaching are given little importance by my supervisor.	strongly disagree	disagree	agree	strongly agree	
	1	2	3	4	
	0	17.2%	58.6%	20.7%	3.0

Question	Frequency Distribution				Mean
18. Results of research on teaching obtained from my supervisor have been very helpful in my teaching.	strongly disagree 1	disagree 2	agree 3	strongly agree 4	
	24.1%	62.1%	10.3%	0	1.9
19. Supervisors should give more attention to research findings on teaching.	strongly disagree 1	disagree 2	agree 3	strongly agree 4	
	0	6.9%	82.8%	6.9%	3.0
20. The graduate degree programs of colleges and universities place much emphasis on research findings about teaching.	strongly disagree 1	disagree 2	agree 3	strongly agree 4	
	0	34.5%	55.2%	10.3%	2.8
21. Research findings learned in my graduate education program have helped me improve my teaching.	strongly disagree 1	disagree 2	agree 3	strongly agree 4	
	0	20.7%	72.4%	6.9%	2.9
22. Graduate programs in education are the most appropriate place to learn about research on teaching.	strongly disagree 1	disagree 2	agree 3	strongly agree 4	
	0	31%	62.1%	6.9%	2.8
23. Research findings on teaching are seldom discussed in faculty meetings where I teach.	strongly disagree 1	disagree 2	agree 3	strongly agree 4	
	0	3.4%	72.4%	24.1%	3.2
24. Research findings on teaching reported by my principal have been very helpful in improving teaching.	strongly disagree 1	disagree 2	agree 3	strongly agree 4	
	20.7%	65.5%	13.8%	0	1.9
25. Principals should devote more time in faculty meetings to research findings in teaching.	strongly disagree 1	disagree 2	agree 3	strongly agree 4	
	3.4%	44.8%	51.7%	0	2.5
26. Little attention has been given to research findings on teaching in professional meetings that I have attended.	strongly disagree 1	disagree 2	agree 3	strongly agree 4	
	0	6.9%	93.1%	0	2.9

Question	Frequency Distribution				Mean
27. Research in teaching reported at professional educational meetings is seldom useful to the classroom teacher.	strongly disagree	disagree	agree	strongly agree	
	1	2	3	4	
	0	48.3%	48.3%	0	2.5
28. Professional educational meetings should place increased emphasis on reporting research findings in teaching.	strongly disagree	disagree	agree	strongly agree	
	1	2	3	4	
	0	13.8%	82.8%	3.4%	2.9
29. Articles that report research on teaching are difficult to understand.	strongly disagree	disagree	agree	strongly agree	
	1	2	3	4	
	0	37.9%	55.2%	6.9%	2.7
30. Research findings on teaching have very little practical application for the classroom teacher.	strongly disagree	disagree	agree	strongly agree	
	1	2	3	4	
	0	82.8%	13.8%	0	2.1
31. Research findings on teaching are often contradictory.	strongly disagree	disagree	agree	strongly agree	
	1	2	3	4	
	0	6.9%	82.8%	10.3%	3.0
32. Articles reporting research findings on teaching should be in summary form.	strongly disagree	disagree	agree	strongly agree	
	1	2	3	4	
	0	13.8%	79.3%	6.9%	2.9
33. Ideas for applying research findings should be included in reporting research findings.	strongly disagree	disagree	agree	strongly agree	
	1	2	3	4	
	0	0	79.3%	20.7%	3.2
34. Teachers are more likely to incorporate new ideas into their teaching if they hear them from other teachers.	strongly disagree	disagree	agree	strongly agree	
	1	2	3	4	
	0	3.4%	79.3%	17.2%	3.1

Question	Frequency Distribution				Mean
35. Education faculty of colleges and universities are the most appropriate people to provide teachers with research findings on teaching.	strongly disagree	disagree	agree	strongly agree	
	1	2	3	4	
	0	31%	69%	0	2.7
36. College and university faculty members do understand what it is like to be a K-12 classroom teacher.	strongly disagree	disagree	agree	strongly agree	
	1	2	3	4	
	10.3%	75.9%	13.8%	0	2.0
37. The suggestions of college and university faculty about improving teaching are often unrealistic.	strongly disagree	disagree	agree	strongly agree	
	1	2	3	4	
	0	17.2%	79.3%	3.4%	2.9
38. Teachers need to become more analytical about their own behavior.	strongly disagree	disagree	agree	strongly agree	
	1	2	3	4	
	0	0	86.2%	13.8%	3.1
39. The teaching skills of teachers are seldom significantly changed by providing teachers information.	strongly disagree	disagree	agree	strongly agree	
	1	2	3	4	
	0	41.4%	51.7%	3.4%	2.6
40. Teachers want to improve their teaching skills.	strongly disagree	disagree	agree	strongly agree	
	1	2	3	4	
	0	0	69%	31%	3.3

Table 5
Bachelor Degree Frequency

Question	Frequency Distribution				Mean
1. There is little agreement as to what "good teaching" is.	strongly disagree	disagree	agree	strongly agree	
	1	2	3	4	
	3%	34.8%	56.1%	6.1%	2.7
2. The teaching skills of teachers can be improved.	strongly disagree	disagree	agree	strongly agree	
	1	2	3	4	
	0	0	51.5%	48.5%	3.5
3. There should be an increased emphasis in providing teachers with research findings that focuses on teaching.	strongly disagree	disagree	agree	strongly agree	
	1	2	3	4	
	0	7.6%	77.3%	15.2%	3.1
4. Research findings on teaching are helpful in my teaching.	strongly disagree	disagree	agree	strongly agree	
	1	2	3	4	
	0	18.2%	72.7%	9.1%	2.9
5. I make an effort to utilize research on teaching in my teaching.	strongly disagree	disagree	agree	strongly agree	
	1	2	3	4	
	0	24.2%	65.2%	9.1%	2.8
6. Techniques for teaching based on research that I have used in my classroom have been of little value.	strongly disagree	disagree	agree	strongly agree	
	1	2	3	4	
	7.6%	57.6%	30.3%	3%	2.3
7. Research findings on teaching are a valuable way to help teachers improve their teaching behavior.	strongly disagree	disagree	agree	strongly agree	
	1	2	3	4	
	0	16.7%	72.7%	10.6%	2.9
8. Professional journals are an excellent source of information about research of teaching.	strongly disagree	disagree	agree	strongly agree	
	1	2	3	4	
	0	10.6%	72.7%	13.6%	3.0

Question	Frequency Distribution				Mean
9. I have found very little practical application for research findings reported in professional journals.	strongly disagree 1	disagree 2	agree 3	strongly agree 4	
	6.1%	65.2%	24.2%	1.5%	2.2
10. Professional journals should contain more reports of research findings on teaching.	strongly disagree 1	disagree 2	agree 3	strongly agree 4	
	0	21.2%	68.2%	7.6%	2.9
11. The education undergraduate program of colleges and universities exposed me to research findings on teaching.	strongly disagree 1	disagree 2	agree 3	strongly agree 4	
	9.1%	53%	33.3%	3%	2.3
12. I have incorporated into my teaching research findings that I learned about in my undergraduate education program.	strongly disagree 1	disagree 2	agree 3	strongly agree 4	
	4.5%	51.5%	40.9%	1.5%	2.4
13. Undergraduate programs in education should give greater emphasis to research findings on teaching.	strongly disagree 1	disagree 2	agree 3	strongly agree 4	
	1.5%	22.7%	62.1%	9.1%	2.8
14. Research findings about teaching are an important part of my school district's in-service program.	strongly disagree 1	disagree 2	agree 3	strongly agree 4	
	12.1%	71.2%	10.6%	3%	2.0
15. Information on research about teaching obtained in in-service programs has been very useful in my teaching.	strongly disagree 1	disagree 2	agree 3	strongly agree 4	
	10.6%	65.2%	19.7%	1.5%	2.1
16. Research findings about teaching should be given little emphasis in a school district's in-service program.	strongly disagree 1	disagree 2	agree 3	strongly agree 4	
	13.6%	68.2%	15.2%	1.5%	2.0
17. Research findings on teaching are given little importance by my supervisor.	strongly disagree 1	disagree 2	agree 3	strongly agree 4	
	6.1%	24.2%	53%	10.6%	2.7

Question	Frequency Distribution				Mean
18. Results of research on teaching obtained from my supervisor have been very helpful in my teaching.	strongly disagree 1	disagree 2	agree 3	strongly agree 4	
	10.6%	62.1%	22.7%	0	2.1
19. Supervisors should give more attention to research findings on teaching.	strongly disagree 1	disagree 2	agree 3	strongly agree 4	
	0	18.2%	66.7%	13.6%	2.9
20. The graduate degree programs of colleges and universities place much emphasis on research findings about teaching.	strongly disagree 1	disagree 2	agree 3	strongly agree 4	
	1.5%	30.3%	54.5%	10.6%	2.8
21. Research findings learned in my graduate education program have helped me improve my teaching.	strongly disagree 1	disagree 2	agree 3	strongly agree 4	
	1.5%	25.8%	60.6%	9.1%	2.8
22. Graduate programs in education are the most appropriate place to learn about research on teaching.	strongly disagree 1	disagree 2	agree 3	strongly agree 4	
	4.5%	30.3%	51.5%	9.1%	2.7
23. Research findings on teaching are seldom discussed in faculty meetings where I teach.	strongly disagree 1	disagree 2	agree 3	strongly agree 4	
	3%	4.5%	68.2%	21.2%	3.1
24. Research findings on teaching reported by my principal have been very helpful in improving teaching.	strongly disagree 1	disagree 2	agree 3	strongly agree 4	
	15.2%	51.5%	25.8%	0	2.1
25. Principals should devote more time in faculty meetings to research findings in teaching.	strongly disagree 1	disagree 2	agree 3	strongly agree 4	
	4.5%	42.4%	48.5%	3%	2.5
26. Little attention has been given to research findings on teaching in professional meetings that I have attended.	strongly disagree 1	disagree 2	agree 3	strongly agree 4	
	1.5%	13.6%	74.2%	9.1%	2.9

Question	Frequency Distribution				Mean
27. Research in teaching reported at professional educational meetings is seldom useful to the classroom teacher.	strongly disagree	disagree	agree	strongly agree	
	1	2	3	4	
	6.1%	54.5%	33.3%	3%	2.3
28. Professional educational meetings should place increased emphasis on reporting research findings in teaching.	strongly disagree	disagree	agree	strongly agree	
	1	2	3	4	
	3%	21.2%	66.7%	6.1%	2.8
29. Articles that report research on teaching are difficult to understand.	strongly disagree	disagree	agree	strongly agree	
	1	2	3	4	
	4.5%	27.3%	53%	12.1%	2.7
30. Research findings on teaching have very little practical application for the classroom teacher.	strongly disagree	disagree	agree	strongly agree	
	1	2	3	4	
	6.1%	63.6%	22.7%	3%	2.2
31. Research findings on teaching are often contradictory.	strongly disagree	disagree	agree	strongly agree	
	1	2	3	4	
	1.5%	7.6%	78.8%	9.1%	3.0
32. Articles reporting research findings on teaching should be in summary form.	strongly disagree	disagree	agree	strongly agree	
	1	2	3	4	
	3%	18.2%	68.2%	7.6%	2.8
33. Ideas for applying research findings should be included in reporting research findings.	strongly disagree	disagree	agree	strongly agree	
	1	2	3	4	
	0	1.5%	68.2%	28.8%	3.3
34. Teachers are more likely to incorporate new ideas into their teaching if they hear them from other teachers.	strongly disagree	disagree	agree	strongly agree	
	1	2	3	4	
	1.5%	7.6%	63.6%	24.2%	3.1

Question	Frequency Distribution				Mean
35. Education faculty of colleges and universities are the most appropriate people to provide teachers with research findings on teaching.	strongly disagree	disagree	agree	strongly agree	
	1	2	3	4	
	4.5%	39.4%	47%	6.1%	2.6
36. College and university faculty members do understand what it is like to be a K-12 classroom teacher.	strongly disagree	disagree	agree	strongly agree	
	1	2	3	4	
	21.2%	54.5%	19.7%	1.5%	2.0
37. The suggestions of college and university faculty about improving teaching are often unrealistic.	strongly disagree	disagree	agree	strongly agree	
	1	2	3	4	
	1.5%	30.3%	51.5%	13.6%	2.8
38. Teachers need to become more analytical about their own behavior.	strongly disagree	disagree	agree	strongly agree	
	1	2	3	4	
	0	1.5%	71.2%	25.8%	3.2
39. The teaching skills of teachers are seldom significantly changed by providing teachers information.	strongly disagree	disagree	agree	strongly agree	
	1	2	3	4	
	4.5%	42.4%	43.9%	4.5%	2.5
40. Teachers want to improve their teaching skills.	strongly disagree	disagree	agree	strongly agree	
	1	2	3	4	
	0	3%	50%	47%	3.4

Table 6
Master's Degree Frequency

Question	Frequency Distribution				Mean
1. There is little agreement as to what "good teaching" is.	strongly disagree 1	disagree 2	agree 3	strongly agree 4	
	0	46.2%	46.2%	7.7%	2.6
2. The teaching skills of teachers can be improved.	strongly disagree 1	disagree 2	agree 3	strongly agree 4	
	0	0	61.5%	38.5%	3.4
3. There should be an increased emphasis in providing teachers with research findings that focuses on teaching.	strongly disagree 1	disagree 2	agree 3	strongly agree 4	
	0	3.8%	80.8%	15.4%	3.1
4. Research findings on teaching are helpful in my teaching.	strongly disagree 1	disagree 2	agree 3	strongly agree 4	
	3.8%	11.5%	73.1%	11.5%	2.9
5. I make an effort to utilize research on teaching in my teaching.	strongly disagree 1	disagree 2	agree 3	strongly agree 4	
	7.7%	23.1%	65.4%	3.8%	2.7
6. Techniques for teaching based on research that I have used in my classroom have been of little value.	strongly disagree 1	disagree 2	agree 3	strongly agree 4	
	3.8%	73.1%	19.2%	0	2.2
7. Research findings on teaching are a valuable way to help teachers improve their teaching behavior.	strongly disagree 1	disagree 2	agree 3	strongly agree 4	
	0	15.4%	73.1%	11.5%	3.0
8. Professional journals are an excellent source of information about research of teaching.	strongly disagree 1	disagree 2	agree 3	strongly agree 4	
	0	7.7%	73.1%	15.4%	3.1

Question	Frequency Distribution				Mean
9. I have found very little practical application for research findings reported in professional journals.	strongly disagree 1	disagree 2	agree 3	strongly agree 4	
	7.7%	57.7%	34.6%	0	2.3
10. Professional journals should contain more reports of research findings on teaching.	strongly disagree 1	disagree 2	agree 3	strongly agree 4	
	0	19.2%	73.1%	7.7%	2.9
11. The education undergraduate program of colleges and universities exposed me to research findings on teaching.	strongly disagree 1	disagree 2	agree 3	strongly agree 4	
	7.7%	46.2%	46.2%	0	2.4
12. I have incorporated into my teaching research findings that I learned about in my undergraduate education program.	strongly disagree 1	disagree 2	agree 3	strongly agree 4	
	3.8%	53.8%	42.3%	0	2.4
13. Undergraduate programs in education should give greater emphasis to research findings on teaching.	strongly disagree 1	disagree 2	agree 3	strongly agree 4	
	0	15.4%	73.1%	11.5%	3.0
14. Research findings about teaching are an important part of my school district's in-service program.	strongly disagree 1	disagree 2	agree 3	strongly agree 4	
	26.9%	65.4%	7.7%	0	1.8
15. Information on research about teaching obtained in in-service programs has been very useful in my teaching.	strongly disagree 1	disagree 2	agree 3	strongly agree 4	
	23.1%	61.5%	15.4%	0	1.9
16. Research findings about teaching should be given little emphasis in a school district's in-service program.	strongly disagree 1	disagree 2	agree 3	strongly agree 4	
	23.1%	61.5%	15.4%	0	1.9
17. Research findings on teaching are given little importance by my supervisor.	strongly disagree 1	disagree 2	agree 3	strongly agree 4	
	0	11.5%	53.8%	30.8%	3.2

Question	Frequency Distribution				Mean
18. Results of research on teaching obtained from my supervisor have been very helpful in my teaching.	strongly disagree 1	disagree 2	agree 3	strongly agree 4	
	34.6%	53.8%	7.7%	0	1.7
19. Supervisors should give more attention to research findings on teaching.	strongly disagree 1	disagree 2	agree 3	strongly agree 4	
	0	11.5%	61.5%	23.1%	3.1
20. The graduate degree programs of colleges and universities place much emphasis on research findings about teaching.	strongly disagree 1	disagree 2	agree 3	strongly agree 4	
	0	15.4%	69.2%	15.4%	3.0
21. Research findings learned in my graduate education program have helped me improve my teaching.	strongly disagree 1	disagree 2	agree 3	strongly agree 4	
	0	26.9%	65.4%	7.7%	2.8
22. Graduate programs in education are the most appropriate place to learn about research on teaching.	strongly disagree 1	disagree 2	agree 3	strongly agree 4	
	0	23.1%	65.4%	11.5%	2.9
23. Research findings on teaching are seldom discussed in faculty meetings where I teach.	strongly disagree 1	disagree 2	agree 3	strongly agree 4	
	0	3.8%	73.1%	23.1%	3.2
24. Research findings on teaching reported by my principal have been very helpful in improving teaching.	strongly disagree 1	disagree 2	agree 3	strongly agree 4	
	15.4%	61.5%	15.4%	3.8%	2.1
25. Principals should devote more time in faculty meetings to research findings in teaching.	strongly disagree 1	disagree 2	agree 3	strongly agree 4	
	0	34.6%	57.7%	7.7%	2.7
26. Little attention has been given to research findings on teaching in professional meetings that I have attended.	strongly disagree 1	disagree 2	agree 3	strongly agree 4	
	0	0	92.3%	7.7%	3.1

Question	Frequency Distribution				Mean
27. Research in teaching reported at professional educational meetings is seldom useful to the classroom teacher.	strongly disagree	disagree	agree	strongly agree	
	1	2	3	4	
	0	30.8%	57.7%	7.7%	2.8
28. Professional educational meetings should place increased emphasis on reporting research findings in teaching.	strongly disagree	disagree	agree	strongly agree	
	1	2	3	4	
	0	15.4%	73.1%	11.5%	3.0
29. Articles that report research on teaching are difficult to understand.	strongly disagree	disagree	agree	strongly agree	
	1	2	3	4	
	0	23.1%	65.4%	11.5%	2.9
30. Research findings on teaching have very little practical application for the classroom teacher.	strongly disagree	disagree	agree	strongly agree	
	1	2	3	4	
	3.8%	65.4%	30.8%	0	2.3
31. Research findings on teaching are often contradictory.	strongly disagree	disagree	agree	strongly agree	
	1	2	3	4	
	0	7.7%	76.9%	15.4%	3.1
32. Articles reporting research findings on teaching should be in summary form.	strongly disagree	disagree	agree	strongly agree	
	1	2	3	4	
	0	3.8%	88.5%	3.8%	3.0
33. Ideas for applying research findings should be included in reporting research findings.	strongly disagree	disagree	agree	strongly agree	
	1	2	3	4	
	0	0	84.6%	15.4%	3.2
34. Teachers are more likely to incorporate new ideas into their teaching if they hear them from other teachers.	strongly disagree	disagree	agree	strongly agree	
	1	2	3	4	
	0	7.7%	73.1%	19.2%	3.1

Question	Frequency Distribution				Mean
35. Education faculty of colleges and universities are the most appropriate people to provide teachers with research findings on teaching.	strongly disagree	disagree	agree	strongly agree	
	1	2	3	4	
	3.8%	11.5%	80.8%	3.8%	2.8
36. College and university faculty members do understand what it is like to be a K-12 classroom teacher.	strongly disagree	disagree	agree	strongly agree	
	1	2	3	4	
	15.4%	61.5%	23.1%	0	2.1
37. The suggestions of college and university faculty about improving teaching are often unrealistic.	strongly disagree	disagree	agree	strongly agree	
	1	2	3	4	
	0	15.4%	76.9%	7.7%	2.9
38. Teachers need to become more analytical about their own behavior.	strongly disagree	disagree	agree	strongly agree	
	1	2	3	4	
	0	0	88.5%	11.5%	3.1
39. The teaching skills of teachers are seldom significantly changed by providing teachers information.	strongly disagree	disagree	agree	strongly agree	
	1	2	3	4	
	3.8%	34.6%	53.8%	3.8%	2.6
40. Teachers want to improve their teaching skills.	strongly disagree	disagree	agree	strongly agree	
	1	2	3	4	
	0	0	61.5%	38.5%	3.4

Table 7
0-3 Years Experience Frequency

Question	Frequency Distribution				Mean
1. There is little agreement as to what "good teaching" is.	strongly disagree	disagree	agree	strongly agree	
	1	2	3	4	
	0	45.9%	48.6%	5.4%	2.6
2. The teaching skills of teachers can be improved.	strongly disagree	disagree	agree	strongly agree	
	1	2	3	4	
	0	0	54.1%	45.9%	3.5
3. There should be an increased emphasis in providing teachers with research findings that focuses on teaching.	strongly disagree	disagree	agree	strongly agree	
	1	2	3	4	
	0	8.1%	73%	18.9%	3.1
4. Research findings on teaching are helpful in my teaching.	strongly disagree	disagree	agree	strongly agree	
	1	2	3	4	
	0	10.8%	73%	13.5%	3.0
5. I make an effort to utilize research on teaching in my teaching.	strongly disagree	disagree	agree	strongly agree	
	1	2	3	4	
	2.7%	18.9%	67.6%	5.4%	2.8
6. Techniques for teaching based on research that I have used in my classroom have been of little value.	strongly disagree	disagree	agree	strongly agree	
	1	2	3	4	
	8.1%	56.8%	24.3%	0	2.2
7. Research findings on teaching are a valuable way to help teachers improve their teaching behavior.	strongly disagree	disagree	agree	strongly agree	
	1	2	3	4	
	0	13.5%	78.4%	8.1%	2.9
8. Professional journals are an excellent source of information about research of teaching.	strongly disagree	disagree	agree	strongly agree	
	1	2	3	4	
	0	8.1%	70.3%	18.9%	3.1

Question	Frequency Distribution				Mean
9. I have found very little practical application for research findings reported in professional journals.	strongly disagree	disagree	agree	strongly agree	
	1	2	3	4	
	5.4%	67.5%	21.6%	2.7%	2.2
10. Professional journals should contain more reports of research findings on teaching.	strongly disagree	disagree	agree	strongly agree	
	1	2	3	4	
	0	21.6%	67.6%	8.1%	2.9
11. The education undergraduate program of colleges and universities exposed me to research findings on teaching.	strongly disagree	disagree	agree	strongly agree	
	1	2	3	4	
	8.1%	40.5%	43.2%	5.4%	2.5
12. I have incorporated into my teaching research findings that I learned about in my undergraduate education program.	strongly disagree	disagree	agree	strongly agree	
	1	2	3	4	
	2.7%	40.5%	45.9%	5.4%	2.6
13. Undergraduate programs in education should give greater emphasis to research findings on teaching.	strongly disagree	disagree	agree	strongly agree	
	1	2	3	4	
	2.7%	21.6%	56.8%	13.5%	2.9
14. Research findings about teaching are an important part of my school district's in-service program.	strongly disagree	disagree	agree	strongly agree	
	1	2	3	4	
	13.5%	59.5%	16.2%	2.7%	2.1
15. Information on research about teaching obtained in in-service programs has been very useful in my teaching.	strongly disagree	disagree	agree	strongly agree	
	1	2	3	4	
	10.8%	54.1%	21.6%	2.7%	2.2
16. Research findings about teaching should be given little emphasis in a school district's in-service program.	strongly disagree	disagree	agree	strongly agree	
	1	2	3	4	
	24.3%	45.9%	21.6%	2.7%	2.0
17. Research findings on teaching are given little importance by my supervisor.	strongly disagree	disagree	agree	strongly agree	
	1	2	3	4	
	5.4%	18.9%	48.6%	13.5%	2.8

Question	Frequency Distribution				Mean
18. Results of research on teaching obtained from my supervisor have been very helpful in my teaching.	strongly disagree 1	disagree 2	agree 3	strongly agree 4	
	16.2%	56.8%	16.2%	0	2.0
19. Supervisors should give more attention to research findings on teaching.	strongly disagree 1	disagree 2	agree 3	strongly agree 4	
	0	16.2%	59.5%	16.2%	3.0
20. The graduate degree programs of colleges and universities place much emphasis on research findings about teaching.	strongly disagree 1	disagree 2	agree 3	strongly agree 4	
	2.7%	29.7%	51.4%	8.1%	2.7
21. Research findings learned in my graduate education program have helped me improve my teaching.	strongly disagree 1	disagree 2	agree 3	strongly agree 4	
	2.7%	18.9%	56.8%	10.8%	2.8
22. Graduate programs in education are the most appropriate place to learn about research on teaching.	strongly disagree 1	disagree 2	agree 3	strongly agree 4	
	2.7%	27%	51.4%	10.8%	2.8
23. Research findings on teaching are seldom discussed in faculty meetings where I teach.	strongly disagree 1	disagree 2	agree 3	strongly agree 4	
	2.7%	2.7%	59.5%	24.3%	3.2
24. Research findings on teaching reported by my principal have been very helpful in improving teaching.	strongly disagree 1	disagree 2	agree 3	strongly agree 4	
	16.2%	43.2%	24.3%	0	2.1
25. Principals should devote more time in faculty meetings to research findings in teaching.	strongly disagree 1	disagree 2	agree 3	strongly agree 4	
	0	32.4%	54.1%	8.1%	2.7
26. Little attention has been given to research findings on teaching in professional meetings that I have attended.	strongly disagree 1	disagree 2	agree 3	strongly agree 4	
	0	8.1%	73%	10.8%	3.0

Question	Frequency Distribution				Mean
27. Research in teaching reported at professional educational meetings is seldom useful to the classroom teacher.	strongly disagree 1	disagree 2	agree 3	strongly agree 4	
	5.4%	48.6%	35.1%	5.4%	2.4
28. Professional educational meetings should place increased emphasis on reporting research findings in teaching.	strongly disagree 1	disagree 2	agree 3	strongly agree 4	
	2.7%	16.2%	62.2%	13.5%	2.9
29. Articles that report research on teaching are difficult to understand.	strongly disagree 1	disagree 2	agree 3	strongly agree 4	
	5.4%	16.2%	56.8%	13.5%	2.9
30. Research findings on teaching have very little practical application for the classroom teacher.	strongly disagree 1	disagree 2	agree 3	strongly agree 4	
	8.1%	64.9%	21.6%	0	2.1
31. Research findings on teaching are often contradictory.	strongly disagree 1	disagree 2	agree 3	strongly agree 4	
	2.7%	8.1%	70.3%	13.5%	3.0
32. Articles reporting research findings on teaching should be in summary form.	strongly disagree 1	disagree 2	agree 3	strongly agree 4	
	2.7%	16.2%	70.3%	5.4%	2.8
33. Ideas for applying research findings should be included in reporting research findings.	strongly disagree 1	disagree 2	agree 3	strongly agree 4	
	0	2.7%	59.5%	32.4%	3.3
34. Teachers are more likely to incorporate new ideas into their teaching if they hear them from other teachers.	strongly disagree 1	disagree 2	agree 3	strongly agree 4	
	0	10.8%	56.8%	27%	3.2

Question	Frequency Distribution				Mean
35. Education faculty of colleges and universities are the most appropriate people to provide teachers with research findings on teaching.	strongly disagree 1	disagree 2	agree 3	strongly agree 4	
	0	32.4%	54.1%	8.1%	2.7
36. College and university faculty members do understand what it is like to be a K-12 classroom teacher.	strongly disagree 1	disagree 2	agree 3	strongly agree 4	
	10.8%	56.8%	21.6%	2.7%	2.2
37. The suggestions of college and university faculty about improving teaching are often unrealistic.	strongly disagree 1	disagree 2	agree 3	strongly agree 4	
	0	27%	62.2%	2.7%	2.7
38. Teachers need to become more analytical about their own behavior.	strongly disagree 1	disagree 2	agree 3	strongly agree 4	
	0	0	67.6%	27%	3.3
39. The teaching skills of teachers are seldom significantly changed by providing teachers information.	strongly disagree 1	disagree 2	agree 3	strongly agree 4	
	2.7%	40.5%	45.9%	2.7%	2.5
40. Teachers want to improve their teaching skills.	strongly disagree 1	disagree 2	agree 3	strongly agree 4	
	0	2.7%	51.4%	43.2%	3.4

Table 8
4-10 Years Experience Frequency

Question	Frequency Distribution				Mean
1. There is little agreement as to what "good teaching" is.	strongly disagree	disagree	agree	strongly agree	
	1	2	3	4	
	5.6%	37%	51.9%	5.6%	2.6
2. The teaching skills of teachers can be improved.	strongly disagree	disagree	agree	strongly agree	
	1	2	3	4	
	0	0	51.9%	48.1%	3.5
3. There should be an increased emphasis in providing teachers with research findings that focuses on teaching.	strongly disagree	disagree	agree	strongly agree	
	1	2	3	4	
	0	3.7	77.8%	18.5%	3.1
4. Research findings on teaching are helpful in my teaching.	strongly disagree	disagree	agree	strongly agree	
	1	2	3	4	
	0	18.5%	70.4%	11.1%	2.9
5. I make an effort to utilize research on teaching in my teaching.	strongly disagree	disagree	agree	strongly agree	
	1	2	3	4	
	0	27.8%	59.3%	11.1%	2.8
6. Techniques for teaching based on research that I have used in my classroom have been of little value.	strongly disagree	disagree	agree	strongly agree	
	1	2	3	4	
	5.6%	63%	24.1%	5.6%	2.3
7. Research findings on teaching are a valuable way to help teachers improve their teaching behavior.	strongly disagree	disagree	agree	strongly agree	
	1	2	3	4	
	0	18.5%	63%	18.5%	3.0
8. Professional journals are an excellent source of information about research of teaching.	strongly disagree	disagree	agree	strongly agree	
	1	2	3	4	
	0	9.3%	74.1%	13%	3.0

Question	Frequency Distribution				Mean
9. I have found very little practical application for research findings reported in professional journals.	strongly disagree	disagree	agree	strongly agree	
	1	2	3	4	
	9.3%	59.3%	29.6%	1.9%	2.2
10. Professional journals should contain more reports of research findings on teaching.	strongly disagree	disagree	agree	strongly agree	
	1	2	3	4	
	0	18.5%	68.5%	11.1%	2.9
11. The education undergraduate program of colleges and universities exposed me to research findings on teaching.	strongly disagree	disagree	agree	strongly agree	
	1	2	3	4	
	11.1%	51.9%	35.2%	1.9%	2.3
12. I have incorporated into my teaching research findings that I learned about in my undergraduate education program.	strongly disagree	disagree	agree	strongly agree	
	1	2	3	4	
	7.4%	46.3%	42.6%	1.9%	2.4
13. Undergraduate programs in education should give greater emphasis to research findings on teaching.	strongly disagree	disagree	agree	strongly agree	
	1	2	3	4	
	0	22.2%	63%	13%	2.9
14. Research findings about teaching are an important part of my school district's in-service program.	strongly disagree	disagree	agree	strongly agree	
	1	2	3	4	
	22.2%	61.1%	11.1%	1.9%	1.9
15. Information on research about teaching obtained in in-service programs has been very useful in my teaching.	strongly disagree	disagree	agree	strongly agree	
	1	2	3	4	
	24.1%	57.4%	16.7%	0	1.9
16. Research findings about teaching should be given little emphasis in a school district's in-service program.	strongly disagree	disagree	agree	strongly agree	
	1	2	3	4	
	16.7%	70.4%	13%	0	2.0
17. Research findings on teaching are given little importance by my supervisor.	strongly disagree	disagree	agree	strongly agree	
	1	2	3	4	
	5.6%	22.2%	50%	18.5%	2.8

Question	Frequency Distribution				Mean
18. Results of research on teaching obtained from my supervisor have been very helpful in my teaching.	strongly disagree	disagree	agree	strongly agree	
	1	2	3	4	
	18.5%	57.4%	20.4%	0	2.0
19. Supervisors should give more attention to research findings on teaching.	strongly disagree	disagree	agree	strongly agree	
	1	2	3	4	
	1.9%	13%	66.7%	16.7%	3.0
20. The graduate degree programs of colleges and universities place much emphasis on research findings about teaching.	strongly disagree	disagree	agree	strongly agree	
	1	2	3	4	
	0	20.4%	64.8%	14.8%	2.9
21. Research findings learned in my graduate education program have helped me improve my teaching.	strongly disagree	disagree	agree	strongly agree	
	1	2	3	4	
	0	24.1%	64.8%	11.1%	2.9
22. Graduate programs in education are the most appropriate place to learn about research on teaching.	strongly disagree	disagree	agree	strongly agree	
	1	2	3	4	
	3.7%	27.8%	55.6%	11.1%	2.8
23. Research findings on teaching are seldom discussed in faculty meetings where I teach.	strongly disagree	disagree	agree	strongly agree	
	1	2	3	4	
	1.9%	5.6%	64.8%	25.9%	3.2
24. Research findings on teaching reported by my principal have been very helpful in improving teaching.	strongly disagree	disagree	agree	strongly agree	
	1	2	3	4	
	20.4%	50%	24.1%	1.9%	2.1
25. Principals should devote more time in faculty meetings to research findings in teaching.	strongly disagree	disagree	agree	strongly agree	
	1	2	3	4	
	3.7%	40.7%	51.9%	3.7%	2.6
26. Little attention has been given to research findings on teaching in professional meetings that I have attended.	strongly disagree	disagree	agree	strongly agree	
	1	2	3	4	
	1.9%	13%	75.9%	9.3%	2.9

Question	Frequency Distribution				Mean
27. Research in teaching reported at professional educational meetings is seldom useful to the classroom teacher.	strongly disagree	disagree	agree	strongly agree	
	1	2	3	4	
	5.6%	50%	37%	3.7%	2.4
28. Professional educational meetings should place increased emphasis on reporting research findings in teaching.	strongly disagree	disagree	agree	strongly agree	
	1	2	3	4	
	1.9%	22.2%	66.7%	7.4%	2.8
29. Articles that report research on teaching are difficult to understand.	strongly disagree	disagree	agree	strongly agree	
	1	2	3	4	
	1.9%	35.2%	55.6%	7.4%	2.7
30. Research findings on teaching have very little practical application for the classroom teacher.	strongly disagree	disagree	agree	strongly agree	
	1	2	3	4	
	5.6%	61.1%	25.9%	3.7%	2.3
31. Research findings on teaching are often contradictory.	strongly disagree	disagree	agree	strongly agree	
	1	2	3	4	
	0	7.4%	79.6%	11.1%	3.0
32. Articles reporting research findings on teaching should be in summary form.	strongly disagree	disagree	agree	strongly agree	
	1	2	3	4	
	1.9%	20.4%	70.4%	5.6%	2.8
33. Ideas for applying research findings should be included in reporting research findings.	strongly disagree	disagree	agree	strongly agree	
	1	2	3	4	
	0	0	75.9%	24.1%	3.2
34. Teachers are more likely to incorporate new ideas into their teaching if they hear them from other teachers.	strongly disagree	disagree	agree	strongly agree	
	1	2	3	4	
	1.9%	7.4%	72.2%	16.7%	3.1

Question	Frequency Distribution				Mean
35. Education faculty of colleges and universities are the most appropriate people to provide teachers with research findings on teaching.	strongly disagree	disagree	agree	strongly agree	
	1	2	3	4	
	7.4%	29.6%	57.4%	3.7%	2.6
36. College and university faculty members do understand what it is like to be a K-12 classroom teacher.	strongly disagree	disagree	agree	strongly agree	
	1	2	3	4	
	25.9%	50%	22.2%	0	2.0
37. The suggestions of college and university faculty about improving teaching are often unrealistic.	strongly disagree	disagree	agree	strongly agree	
	1	2	3	4	
	3.7%	25.9%	51.9%	18.5%	2.9
38. Teachers need to become more analytical about their own behavior.	strongly disagree	disagree	agree	strongly agree	
	1	2	3	4	
	0	1.9%	74.1%	24.1%	3.2
39. The teaching skills of teachers are seldom significantly changed by providing teachers information.	strongly disagree	disagree	agree	strongly agree	
	1	2	3	4	
	7.4%	37%	48.1%	5.6%	2.5
40. Teachers want to improve their teaching skills.	strongly disagree	disagree	agree	strongly agree	
	1	2	3	4	
	0	1.9%	57.4%	40.7%	3.4

Table 9
11 Or More Years Experience Frequency

Question	Frequency Distribution				Mean
1. There is little agreement as to what "good teaching" is.	strongly disagree	disagree	agree	strongly agree	
	1	2	3	4	
	0	28.6%	64.3%	7.1%	2.8
2. The teaching skills of teachers can be improved.	strongly disagree	disagree	agree	strongly agree	
	1	2	3	4	
	0	0	57.1%	42.9%	3.4
3. There should be an increased emphasis in providing teachers with research findings that focuses on teaching.	strongly disagree	disagree	agree	strongly agree	
	1	2	3	4	
	0	14.3%	78.6%	7.1%	2.9
4. Research findings on teaching are helpful in my teaching.	strongly disagree	disagree	agree	strongly agree	
	1	2	3	4	
	7.1%	14.3%	78.6%	0	2.7
5. I make an effort to utilize research on teaching in my teaching.	strongly disagree	disagree	agree	strongly agree	
	1	2	3	4	
	7.1%	0	85.7%	7.1%	2.9
6. Techniques for teaching based on research that I have used in my classroom have been of little value.	strongly disagree	disagree	agree	strongly agree	
	1	2	3	4	
	7.1%	71.4%	21.4%	0	2.1
7. Research findings on teaching are a valuable way to help teachers improve their teaching behavior.	strongly disagree	disagree	agree	strongly agree	
	1	2	3	4	
	0	14.3%	85.7%	0	2.9
8. Professional journals are an excellent source of information about research of teaching.	strongly disagree	disagree	agree	strongly agree	
	1	2	3	4	
	0	7.1%	85.7%	7.1%	3.0

Question	Frequency Distribution				Mean
9. I have found very little practical application for research findings reported in professional journals.	strongly disagree	disagree	agree	strongly agree	
	1	2	3	4	
	0	78.6%	21.4%	0	2.2
10. Professional journals should contain more reports of research findings on teaching.	strongly disagree	disagree	agree	strongly agree	
	1	2	3	4	
	0	21.4%	78.6%	0	2.8
11. The education undergraduate program of colleges and universities exposed me to research findings on teaching.	strongly disagree	disagree	agree	strongly agree	
	1	2	3	4	
	7.1%	71.4%	21.4%	0	2.1
12. I have incorporated into my teaching research findings that I learned about in my undergraduate education program.	strongly disagree	disagree	agree	strongly agree	
	1	2	3	4	
	0	78.6%	21.4%	0	2.2
13. Undergraduate programs in education should give greater emphasis to research findings on teaching.	strongly disagree	disagree	agree	strongly agree	
	1	2	3	4	
	0	14.3%	85.7%	0	2.9
14. Research findings about teaching are an important part of my school district's in-service program.	strongly disagree	disagree	agree	strongly agree	
	1	2	3	4	
	7.1%	92.9%	0	0	1.9
15. Information on research about teaching obtained in in-service programs has been very useful in my teaching.	strongly disagree	disagree	agree	strongly agree	
	1	2	3	4	
	0	78.6%	21.4%	0	2.2
16. Research findings about teaching should be given little emphasis in a school district's in-service program.	strongly disagree	disagree	agree	strongly agree	
	1	2	3	4	
	0	92.9%	7.1%	0	2.1
17. Research findings on teaching are given little importance by my supervisor.	strongly disagree	disagree	agree	strongly agree	
	1	2	3	4	
	0	28.6%	64.3%	7.1%	2.8

Question	Frequency Distribution				Mean
18. Results of research on teaching obtained from my supervisor have been very helpful in my teaching.	strongly disagree	disagree	agree	strongly agree	
	1	2	3	4	
	7.1%	78.6%	14.3%	0	2.1
19. Supervisors should give more attention to research findings on teaching.	strongly disagree	disagree	agree	strongly agree	
	1	2	3	4	
	0	14.3%	85.7%	0	2.9
20. The graduate degree programs of colleges and universities place much emphasis on research findings about teaching.	strongly disagree	disagree	agree	strongly agree	
	1	2	3	4	
	0	28.6%	57.1%	14.3%	2.9
21. Research findings learned in my graduate education program have helped me improve my teaching.	strongly disagree	disagree	agree	strongly agree	
	1	2	3	4	
	0	28.6%	71.4%	0	2.7
22. Graduate programs in education are the most appropriate place to learn about research on teaching.	strongly disagree	disagree	agree	strongly agree	
	1	2	3	4	
	0	42.9%	57.1%	0	2.6
23. Research findings on teaching are seldom discussed in faculty meetings where I teach.	strongly disagree	disagree	agree	strongly agree	
	1	2	3	4	
	0	7.1%	85.7%	7.1%	3.0
24. Research findings on teaching reported by my principal have been very helpful in improving teaching.	strongly disagree	disagree	agree	strongly agree	
	1	2	3	4	
	7.1%	78.6%	14.3%	0	2.1
25. Principals should devote more time in faculty meetings to research findings in teaching.	strongly disagree	disagree	agree	strongly agree	
	1	2	3	4	
	7.1%	57.1%	35.7%	0	2.3
26. Little attention has been given to research findings on teaching in professional meetings that I have attended.	strongly disagree	disagree	agree	strongly agree	
	1	2	3	4	
	0	7.1%	92.9%	0	2.9

Question	Frequency Distribution				Mean
27. Research in teaching reported at professional educational meetings is seldom useful to the classroom teacher.	strongly disagree	disagree	agree	strongly agree	
	1	2	3	4	
	0	57.1%	42.9%	0	2.4
28. Professional educational meetings should place increased emphasis on reporting research findings in teaching.	strongly disagree	disagree	agree	strongly agree	
	1	2	3	4	
	0	7.1%	92.9%	0	2.9
29. Articles that report research on teaching are difficult to understand.	strongly disagree	disagree	agree	strongly agree	
	1	2	3	4	
	0	35.7%	50%	14.3%	2.8
30. Research findings on teaching have very little practical application for the classroom teacher.	strongly disagree	disagree	agree	strongly agree	
	1	2	3	4	
	0	78.6%	21.4%	0	2.2
31. Research findings on teaching are often contradictory.	strongly disagree	disagree	agree	strongly agree	
	1	2	3	4	
	0	0	85.7%	14.3%	3.1
32. Articles reporting research findings on teaching should be in summary form.	strongly disagree	disagree	agree	strongly agree	
	1	2	3	4	
	0	0	71.4%	21.4%	3.2
33. Ideas for applying research findings should be included in reporting research findings.	strongly disagree	disagree	agree	strongly agree	
	1	2	3	4	
	0	0	78.6%	21.4%	3.2
34. Teachers are more likely to incorporate new ideas into their teaching if they hear them from other teachers.	strongly disagree	disagree	agree	strongly agree	
	1	2	3	4	
	0	0	78.6%	21.4%	3.2

Question	Frequency Distribution				Mean
35. Education faculty of colleges and universities are the most appropriate people to provide teachers with research findings on teaching.	strongly disagree	disagree	agree	strongly agree	
	1	2	3	4	
	0	42.9%	57.1%	0	2.6
36. College and university faculty members do understand what it is like to be a K-12 classroom teacher.	strongly disagree	disagree	agree	strongly agree	
	1	2	3	4	
	14.3%	71.4%	14.3%	0	2.0
37. The suggestions of college and university faculty about improving teaching are often unrealistic.	strongly disagree	disagree	agree	strongly agree	
	1	2	3	4	
	0	7.1%	85.7%	7.1%	3.0
38. Teachers need to become more analytical about their own behavior.	strongly disagree	disagree	agree	strongly agree	
	1	2	3	4	
	0	0	85.7%	14.3%	3.1
39. The teaching skills of teachers are seldom significantly changed by providing teachers information.	strongly disagree	disagree	agree	strongly agree	
	1	2	3	4	
	0	50%	35.7%	0	2.4
40. Teachers want to improve their teaching skills.	strongly disagree	disagree	agree	strongly agree	
	1	2	3	4	
	0	0	57.1%	42.9%	3.4

Table 10
Chi-Square Analysis
Teaching Level

Question	Primary Grades/ Middle Grades	Primary Grades/ Secondary Grades	Middle Grades/ Secondary Grades
1	2.64	1.45	2.34
2	0	0.25	0.90
3	2.54	2.28	0.21
4	1.63	1.59	1.64
5	3.64	2.17	2.73
6	2.88	2.54	3.17
7	0.56	0.04	1.63
8	2.91	2.31	0.60
9	2.02	1.31	1.66
10	2.62	0.93	4.96
11	0.40	0.15	2.16
12	2.44	2.85	1.04
13	2.16	0.73	6.25
14	3.24	3.31	4.66
15	2.09	3.25	2.11
16	5.29	3.81	4.64
17	4.81	4.60	2.39
18	1.44	2.39	1.29
19	4.73	2.14	8.60 *
20	1.04	1.02	2.08
21	2.68	1.62	1.78
22	1.77	2.69	1.45
23	5.55	7.13	0.38
24	7.29 **	9.04 ***	0.06
25	5.41	3.43	4.04
26	6.17	2.13	9.20 ****
27	4.92	3.18	4.94
28	0.85	0.39	5.45
29	1.66	1.67	2.56
30	6.51	8.74 *****	4.77
31	1.90	1.10	1.36
32	2.75	2.23	2.01
33	3.21	1.59	2.54
34	1.89	1.31	1.97
35	3.46	4.24	4.95
36	2.08	5.43	2.08
37	5.01	6.61	5.81 ******
38	1.76	2.21	2.62
39	2.11	2.05	2.85
40	1.74	3.22	2.19

* Significant at the .01 level.
** Significant at .03 level.
*** Significant at .01 level.
**** Significant at .03 level.
***** Significant at .03 level.
****** Significant at .05 level.

Table 11
Chi-Square Analysis
Educational Attainment

Question	Bachelors Degree/Masters Degree
1	1.83
2	0.76
3	0.43
4	3.16
5	5.72
6	2.77
7	0.03
8	0.20
9	1.34
10	0.08
11	1.82
12	0.44
13	1.27
14	3.48
15	2.62
16	1.52
17	7.60
18	8.65 **
19	1.61
20	2.97
21	0.49
22	2.20
23	0.87
24	3.67
25	2.68
26	4.71
27	7.49
28	1.92
29	1.78
30	1.38
31	1.05
32	4.95
33	2.41
34	0.82
35	8.42 ****
36	0.95
37	4.51
38	2.83
39	0.71
40	1.56

** Significant at .01 level.

**** Significant at .04 level.

Table 12
Chi-Square Analysis
Years of Teaching Experience

Question	0-3/4-10 Years experience	0-3/11 plus years experience	4-10/11 plus years experience
1	2.53	2.49	1.37
2	0.04	0.01	0.12
3	0.84	0.36	3.01
4	0.96	1.78	5.63
5	3.22	0.98	9.02 *
6	2.27	1.90	0.97
7	2.75	1.48	3.56
8	0.58	0.9959	0.55
9	2.66	2.42	2.19
10	0.31	0.12	1.74
11	2.00	3.33	1.84
12	1.93	2.91	4.73
13	1.59	2.51	2.97
14	1.38	1.99	4.67
15	3.75	3.18	4.27
16	5.27	8.28 **	3.40
17	0.23	0.1998	2.22
18	0.15	0.06	1.85
19	0.95	1.20	3.14
20	3.66	3.76	0.44
21	1.73	2.46	1.72
22	0.06	0.21	2.86
23	0.42	0.90	2.75
24	0.75	0.96	3.38
25	2.53	3.93	2.09
26	1.11	1.18	2.28
27	0.17	0.52	1.46
28	1.35	2.26	3.63
29	4.48	4.84	0.92
30	1.80	1.77	1.85
31	1.82	2.42	1.17
32	0.25	0.55	6.47
33	2.84	3.52	0.04
34	2.89	3.31	1.48
35	3.61	3.57	2.13
36	4.15	3.88	1.89
37	6.30	5.16	5.35
38	0.83	0.997	0.94
39	1.31	0.67	2.70
40	0.24	0.36	0.27

* Significant at .03 level.
** Significant at .04 level.

APPENDICES

APPENDIX A

Dear Fellow Teacher:

In the last ten years there has been a change in emphasis in educational research by the National Institute of Education. The thrust today is for research on teaching behaviors that effect student achievement. There is also an effort to find better ways to disseminate the findings of this research to classroom teachers.

The purpose of this questionnaire is to gather information about perceptions teachers have about educational research, particularly research that is focused on classroom teaching. In the questionnaire the term "research on teaching" will refer to educational research that relates specifically to behaviors teachers engage in as they teach their classes. Your help in completing this questionnaire will be greatly appreciated. Thank you.

Sincerely,

Robert Eaker

James Huffman

fh

GENERAL INFORMATION

POSITION YOU NOW HOLD: (Check one)

(Primary grades) K-4 _____

(Middle grades) 5-8 _____

(Secondary) 9-12 _____

(Other) _____

HIGHEST DEGREE EARNED: (Check one)

Bachelor degree _____

Master's degree _____

Master's + 30 hours _____

Educational Specialist _____

Other _____

Middle Tennessee State University
Doctor of Arts Student - Yes _____

No _____

NUMBER OF YEARS IN PROFESSIONAL EDUCATION: (Check one)

0-3 _____

4-10 _____

11 or more _____

LISTED BELOW ARE SEVERAL STATEMENTS CONCERNING RESEARCH FINDINGS AND IMPROVING CLASSROOM INSTRUCTION. TO THE RIGHT OF EACH STATEMENT IS A SCALE FROM ONE TO FOUR. PLEASE CIRCLE THE NUMBER ON THE SCALE THAT BEST INDICATES YOUR FEELING ABOUT EACH STATEMENT. MARK ONE NUMBER ONLY!

1.	There is little agreement as to what "good teaching" is.	strongly disagree 1	disagree 2	agree 3	strongly agree 4
2.	The teaching skills of teachers can be improved.	strongly disagree 1	disagree 2	agree 3	strongly agree 4
3.	There should be an increased emphasis in providing teachers with research findings that focuses on teaching.	strongly disagree 1	disagree 2	agree 3	strongly agree 4
4.	Research findings on teaching are helpful in my teaching.	strongly disagree 1	disagree 2	agree 3	strongly agree 4
5.	I make an effort to utilize research on teaching in my teaching.	strongly disagree 1	disagree 2	agree 3	strongly agree 4
6.	Techniques for teaching based on research that I have used in my classroom have been of little value.	strongly disagree 1	disagree 2	agree 3	strongly agree 4
7.	Research findings on teaching are a valuable way to help teachers improve their teaching behavior.	strongly disagree 1	disagree 2	agree 3	strongly agree 4
8.	Professional journals are an excellent source of information about research of teaching.	strongly disagree 1	disagree 2	agree 3	strongly agree 4
9.	I have found very little practical application for research findings reported in professional journals.	strongly disagree 1	disagree 2	agree 3	strongly agree 4
10.	Professional journals should contain more reports of research findings on teaching.	strongly disagree 1	disagree 2	agree 3	strongly agree 4
11.	The education undergraduate program of colleges and universities exposed me to research findings on teaching.	strongly disagree 1	disagree 2	agree 3	strongly agree 4

12.	I have incorporated into my teaching research findings that I learned about in my undergraduate education program.	strongly disagree 1	disagree 2	agree 3	strongly agree 4
13.	Undergraduate programs in education should give greater emphasis to research findings on teaching.	strongly disagree 1	disagree 2	agree 3	strongly agree 4
14.	Research findings about teaching are an important part of my school district's in-service program	strongly disagree 1	disagree 2	agree 3	strongly agree 4
15.	Information on research about teaching obtained in in-service programs has been very useful in my teaching.	strongly disagree 1	disagree 2	agree 3	strongly agree 4
16.	Research findings about teaching should be given little emphasis in a school district's in-service program.	strongly disagree 1	disagree 2	agree 3	strongly agree 4
17.	Research findings on teaching are given little importance by my supervisor.	strongly disagree 1	disagree 2	agree 3	strongly agree 4
18.	Results of research on teaching obtained from my supervisor have been very helpful in my teaching.	strongly disagree 1	disagree 2	agree 3	strongly agree 4
19.	Supervisors should give more attention to research findings on teaching.	strongly disagree 1	disagree 2	agree 3	strongly agree 4
20.	The graduate degree programs of colleges and universities place much emphasis on research findings about teaching.	strongly disagree 1	disagree 2	agree 3	strongly agree 4
21.	Research findings learned in my graduate education program have helped me improve my teaching.	strongly disagree 1	disagree 2	agree 3	strongly agree 4
22.	Graduate programs in education are the most appropriate place to learn about research on teaching.	strongly disagree 1	disagree 2	agree 3	strongly agree 4

		strongly disagree	disagree	agree	strongly agree
		1	2	3	4
23.	Research findings on teaching are seldom discussed in faculty meetings where I teach.				
24.	Research findings on teaching reported by my principal have been very helpful in improving teaching.				
25.	Principals should devote more time in faculty meetings to research findings in teaching.				
26.	Little attention has been given to research findings on teaching in professional meetings that I have attended.				
27.	Research in teaching reported at professional educational meetings is seldom useful to the classroom teacher.				
28.	Professional educational meetings should place increased emphasis on reporting research findings in teaching.				
29.	Articles that report research on teaching are difficult to understand.				
30.	Research findings on teaching have very little practical application for the classroom teacher.				
31.	Research findings on teaching are often contradictory.				
32.	Articles reporting research findings on teaching should be in summary form.				
33.	Ideas for applying research findings should be included in reporting research findings.				

34.	Teachers are more likely to incorporate new ideas into their teaching if they hear them from other teachers.	strongly disagree 1	disagree 2	agree 3	strongly agree 4
35.	Education faculty of colleges and universities are the most appropriate people to provide teachers with research findings on teaching.	strongly disagree 1	disagree 2	agree 3	strongly agree 4
36.	College and university faculty members do understand what it is like to be a K-12 classroom teacher.	strongly disagree 1	disagree 2	agree 3	strongly agree 4
37.	The suggestions of college and university faculty about improving teaching are often unrealistic.	strongly disagree 1	disagree 2	agree 3	strongly agree 4
38.	Teachers need to become more analytical about their own behavior.	strongly disagree 1	disagree 2	agree 3	strongly agree 4
39.	The teaching skills of teachers are seldom significantly changed by providing teachers information.	strongly disagree	disagree	agree	strongly agree
40.	Teachers want to improve their teaching skills.	strongly disagree 1	disagree 2	agree 3	strongly agree 4